**Name**: Marilynne Troiano **Subject Area: English**

**Date**: **07/09/2009**  **Grade Level: 11H**

**Time Required: 40 minutes**

**Name**: **Subject Area:**

**Date**:  **Grade Level:**

**Time Required:**

**Description**: This three-part introductory pre-reading activity is a series of statements on social issues. Before beginning our novel, Of Mice and Men, students should read each statement and respond in the “Before” column and respond by placing a plus sign (+) if they agree, a minus sign (-) if they disagree. The statements will generate a classroom discussion whereby students will be placed into five groups with two statements each (for a total of 10) to discuss. After 15 minutes, students will be jigsawed into two larger groups of 10 statements. Student groups will report out about the most significant statements for their groups. The second portion of this activity will be a homework interactive notebook entry of two pages, whereby students chooses one of the statements and responds as to why they hold the belief they do. The third portion of this activity will culminate after reading the novel. Students will again respond to the statements in the “After” column. Again, they will respond in their interactive notebook to a statement where their belief changed since reading the book. If not, write about a different statement that was not responded to in the first entry.

**Essential Questions**:

* How does background knowledge affect opinion on social issues?
* Can the different experiences of others help to inform my opinions on social issues?
* How can literature provide experiences that inform meaning on larger human issues?

**Standards**:

* ELA Standard 1
* ELA Standard 2
* ELA Standard 3
* ELA Standard 4

**Reading Skills**:

* Setting a purpose
* Marking text
* Literal comprehension
* Evaluative comprehension
* Making connections
* Drawing conclusions

**Thinking Skills**:

* Generating
* Analyzing
* Evaluating
* Persuading

**Writing/Speaking Skills**:

* Critical Thinking
* Opinions expressed based on accessing prior knowledge
* Opinions expressed after textual reading

**Objectives: Assessments:**

*At the end of the lesson, students will be ale to… I will know they can do this because they will…*

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**1.** Generate opinions based on accessing prior knowledge Complete anticipation guide statements

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**2.** Mark a text based on a purpose Students will be using post it notes during textual reading

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**3.** Maintain a dialogue about social issues Work in groups and report out results

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**4.** Write for critical analysis Write formal entries in an interactive notebook providing reasoning and evaluation of their opinions, before and after reading text; formal essay writing

**Title: Of Mice and Men: Anticipation/Reaction Guide: What is my understanding of social issues?**

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## Pre-Reading

**Procedure before Reading**:

1. Before beginning our novel, Of Mice and Men, students should read each statement and respond in the “Before” column and respond by placing a plus sign (+) if they agree, a minus sign (-) if they disagree. Student groups will report out about the most significant statements for their groups. (5 min)

2. The statements will generate a classroom discussion whereby students will be placed into five groups with two statements each (for a total of 10) to discuss. After 15 minutes, students will be jigsawed into two larger groups of 10 statements. (15 min)

3. Student groups will report out about the most significant statements and opinions for their groups. (20 min)

4. Students will be completing a listening passage exercise based on information on migrant workers in the 1930’s. After listening to an account twice, students will be given a written exercise based on the notes taken on the listening passage.

5. Students will complete mini-research on the topic of the mentally handicapped

**During Reading**

**Procedure while Reading**:

1. Students will be provided post-it notes for marking characterization, conflicts, symbols, and social issues that inform themes.

2. Students will create entries in an interactive notebook based on a series of choices provided to the students (i.e., personal reaction to character, fictional letter to character, react/respond/explicate a significant quote, rewrite a portion of the novel, etc.)

3. Vocabulary and idiomatic language will be studied on an on-going basis via word concept maps and idiomatic word splash activities.

4. Daily warm-up activities will consist of reading comprehension questions completed in the first ten minutes of class.

## Post-Reading

**Procedure after Reading:**

1. Students will be engaged in Socratic Seminar discussions after significant portions of the text. They will then be required to write an assessment of the seminar in their interactive notebooks.

2. Students will be given reading check quizzes for any homework reading.

3. Students will be completing an objective reading comprehension test.

4. Students will be writing paired literature expository essays for literary response based on the novel and a poem.

**Learning Styles:**

**Verbal, auditory, kinesthetic**

**Scaffolding: None**

**Enrichment: Students will be able to include their notebook entries onto a discussion board to continue the conversation. Extra credit will be awarded.**

**Materials**:

* Copies of anticipatory/reaction guide assignment
* Individual interactive notebooks
* Copies of Of Mice and Men

\*Please attach all student handouts

**Of Mice and Men**

**Anticipation/Reaction Guide**

adapted and modified from Web English Teacher

**Part I Directions:** Before reading *Of Mice and Men,* respond to each statement in the “Before” column by putting a plus sign (+) if you agree with it, a minus sign (-) if you disagree. Think about your reasons before making your choice.

**Part II Directions:** *For one of the statements below, type a response and put a copy in your interactive notebook (200 words—one double-spaced, 12 pt. font page) as to why you have the belief you do. Copy and paste your response on our Wikispace. If someone responds to it, they may earn up to 10 pts. extra credit. Extra credit points both depend on the quality and quantity of the response.*

**Part III Directions:** After reading *Of Mice and Men*, respond again to the statements in the “After” column. Then reply in your notebook to a statement where your belief changed since reading the book. If there was no change, choose a different statement to respond to than you chose in Part II. Once again, post your entry on our Wikispace.

***Before Statement After***

***1. \_\_\_\_*** People that are poor should rely on their friends, ***1. \_\_\_\_***

family, or church for help, not the government.

***2. \_\_\_\_*** A true friend will tell you the truth, even when you ***2. \_\_\_\_***

don’t want to hear it.

***3. \_\_\_\_*** The n-word is more offensive than other racial slurs ***3. \_\_\_\_***

because of the history of hate behind it.

***4. \_\_\_\_*** Women today are more often treated by men as equals ***4. \_\_\_\_***

rather than objects.

***5. \_\_\_\_*** When people are a victim of a crime, they should be ***5. \_\_\_\_***

able to take the law into their own hands.

***6. \_\_\_\_*** States with the death penalty have lower murder rates. ***6. \_\_\_\_***

***7. \_\_\_\_*** The best place for justice to be determined is in a ***7. \_\_\_\_***

court of law.

***8. \_\_\_\_*** Being rich is more important than having close friends. ***8. \_\_\_\_***

***9. \_\_\_\_*** Sometimes a person has to break the law to make sure ***9. \_\_\_\_***

justice is served.

***10. \_\_\_\_*** Life today is more difficult than it was in the 1930’s. ***10. \_\_\_\_***